

SUPPORTING GOVERNORS IN INFLUENCING WHOLE SCHOOL INCLUSIVITY AND CULTURE

School Improvement,
Secondary, Special & PRU /
Skills & Employability

Objectives of the session:

- To explore what inclusion is in a mainstream school
- To develop an understanding of how to use questioning as a governor to promote inclusivity



Governors have a strategic role

All governing boards in any type of school have three core strategic functions

The Governance Handbook, published by the Department for Education (DfE), outlines the role of the governing board.

. These are:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

How inclusive is your school?

Asking the right questions to influence the strategic direction of the school.

- What is a strategic?
- relating to the identification of long-term or overall aims and interests and the means of achieving them.
- What is an operational?
- relating to the routine functioning and activities of an organization
- The day to day

Strategic Vs Operational?

1	Writing the school development plan
2	Auditing the inclusivity of the school
3	Supporting vision and ethos of the school to ensure inclusivity
4	Meeting with SLT regularly to discuss impact and progress
5	Conducting parent/ carer surveys

It is important to be able to differentiate between the two so that you are able to consider appropriate questions you can ask

Breakout rooms- 10 mins

- How do you know how inclusive your school is?
- What evidence could you ask for?

What evidence can you look at?

- Monitoring visits
- SEN outcomes
- Exclusions data
- Attendance data
- Destinations
- Careers and cultural capital within curriculum

- What is the impact?

Reflection time 5min

- Ask each area to put into chat
- From this section what are you going to take away

Inclusion agenda and SEND st

- MCS released- give brief definition
- SEND updates
- What are the processes and systems etc...

Inclusion

- Inclusion is an approach to education that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.
- A school that is fully committed to inclusion will ensure that the ethos, culture, policies and practices within the school reflect and respond to all the students within its community. The school acknowledges that all pupils may at some point experience barriers to learning and participation, not just those pupils with a recognised SEN, and it will actively seek to engage and support these pupils and their families.

Live it - don't laminate it

- How will you be able to tell if it is being lived?

Key Questions to Consider

- What are the expectations of all learners?
- How well do teachers know their students? Assessment not assumptions.
- How do teachers adapt their practice so all can achieve?
- What adaptations are made to the environment to include all?
- How do schools ensure that students support each other and are given opportunities to collaborate to build understanding and empathy?
- How do you know?

What are your Governor statutory duties?

- There is key legislation and duties that all Governors need to be aware of.
 - Equality Act 2010
 - SEND code of practice (2015)
 - Exclusions – signpost to the pre-recorded training on GHub.

- Is the SEN report and SEN policy up to date?
- Have you seen it?

- What proportion of exclusions are SEN?

- What does your school exclusion data tell you?

**Individual Reflection- What was the impact?
How do you know?**

Are leaders able to identify inclusive practices in school?

Does your attendance data report on all vulnerable groups?

Does your outcome data report on all vulnerable groups?

How is this data shared with governors?

How do you support and challenge?

Do you understand school performance data?

How inclusive is the curriculum? How do you know?

Is the curriculum for SEN ambitious and leads to progressive pathways? How do you know?

What do the students say themselves about their experiences?

**72% of SEND girls are on track to
achieve 5+ in maths**

What would you want to know?

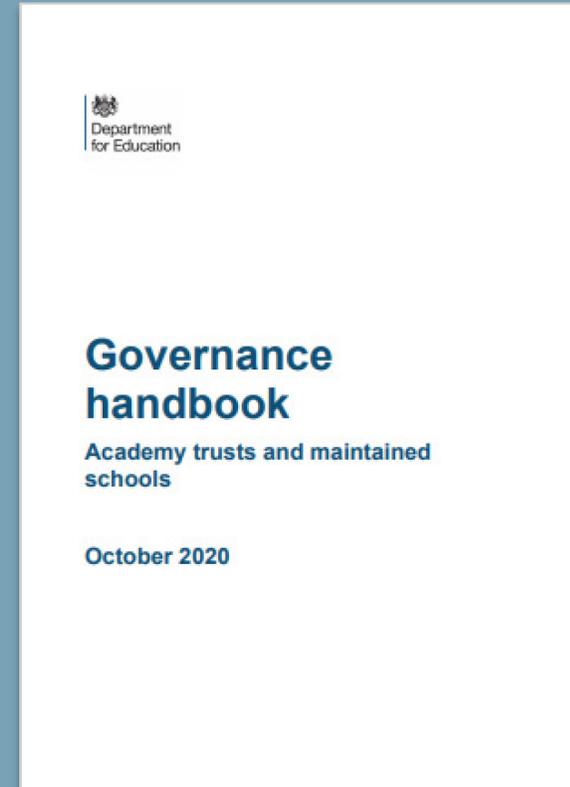
Put your answers in the chat



The Governance Handbook advocates meaningful parental engagement and acknowledges the positive impact it can have on the children's learning as well on the board and the school.

This is what the governance handbook says about parental engagement and can you find this on page 21. We recommend that you access the handbook to see for yourselves.

On the next slide we have some questions for you to consider how you and your school engage with the parental and wider community.



How well do you engage with parents and the local community?

-  Are you confident that your school engages effectively with all parents and carers?
-  How are parents' and carers' views and comments considered by the board and used to inform your strategic decision making?
-  **How accessible are parental surveys?** What is done to support parents/carers? What impact have they had?
-  **Do you have a parent forum/council?**
Who attends from the school? What is the format/focus of these meetings?
-  Are your school celebrations inclusive? How do you know?

Representation on the board to support Inclusion

“Boards should welcome and thrive on having a sufficiently diverse range of individuals, viewpoints and/or experiences, since open debate leads to good decisions in the interests of the whole school/trust community.” *Governance Handbook*



Which monitoring activities / reports consider or evidence inclusion throughout the school?

What reports are presented to the board which cover SEND/ Inclusion? How are they evidenced?

Individual reflection-
what is the evidence?
What impact does it have?

Are all governors aware of latest legislation & guidance in relation to Inclusion e.g. exclusions

As governors, what questions can you ask of the school?

- Generic questions regarding inclusion....
- What proportion of students are SEN (K) at the school?
- How is the school ensuring that SEN (K) needs are met? How does the school know? What is the data saying?
- How many EHCPs are there at the school? How is the school ensuring those needs are met? How does the school know? What is the data saying?
- Schools with SRPs – how are SRP students being integrated into mainstream? How does the school know? how do you know the integration is successful?

Key Areas of Focus

- Safeguarding
- Attendance
- Behaviour
- Transition – KS2/3 and KS4/5
- Careers
- Curriculum/T&L/standards
- Outcomes
- Finance
- H&S
- PP

Breakout rooms-Activity

- For each Key Area of Focus, in your group, as a governor, devise three particular questions which you can ask the SLT so you can be assured that the needs of SEN students are met.
- Safeguarding
- Attendance
- Behaviour
- Transition – KS2/3 and KS4/5
- Careers
- Curriculum/T&L/standards
- Outcomes
- Finance
- H&S
- PP
- Chair- person whose first name is close to the start of the alphabet
- Feedback- person whose name is close to the end of the alphabet

Follow up

- If you are not assured that the needs of SEN students are being met, what could you do next?

- Any contributions from the group? Use chat to share your thoughts

Summary

- Strategic role of Governors
- What is Inclusion?
- Supporting inclusion
- Statutory responsibilities
- Data to enable challenge to support strategic role
- Developing questioning to support their role as Governors

evaluation

- IMPACT – how do you rate your knowledge in this area?
- How confident do you feel in asking the right questions to influence the strategic direction of the school in terms of inclusion?
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- What are your next steps as governors? Minimum 3 actions.
- How will you amend your practice as a governor?
- How do you see your school's inclusive culture improving as a result of this training.